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ABSTRACT

This art education guide, for use in grades K-3, is one of a series of guides, K-12, that were developed by teachers to help introduce environmental education into the total curriculum. The guides are supplementary in design, containing a series of episodes (minilessons) that are designed to wake students to sights of beauty and harmony in their environment. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Although the same concepts are used throughout the K-12 program, emphasis is placed on different aspects of each concept at different grade levels or in different subject areas. This guide focuses on aspects such as design in nature, kites, and block printing. The 12 concepts are covered in one of the episodes contained in the guide. Further, each episode offers subject area integration, subject area activities, interdisciplinary activities, cognitive and affective behavioral objectives, and suggested references and resource materials useful to teachers and students. (Author/TK)

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ENVIRONMENTAL EDUCATION GUIDE

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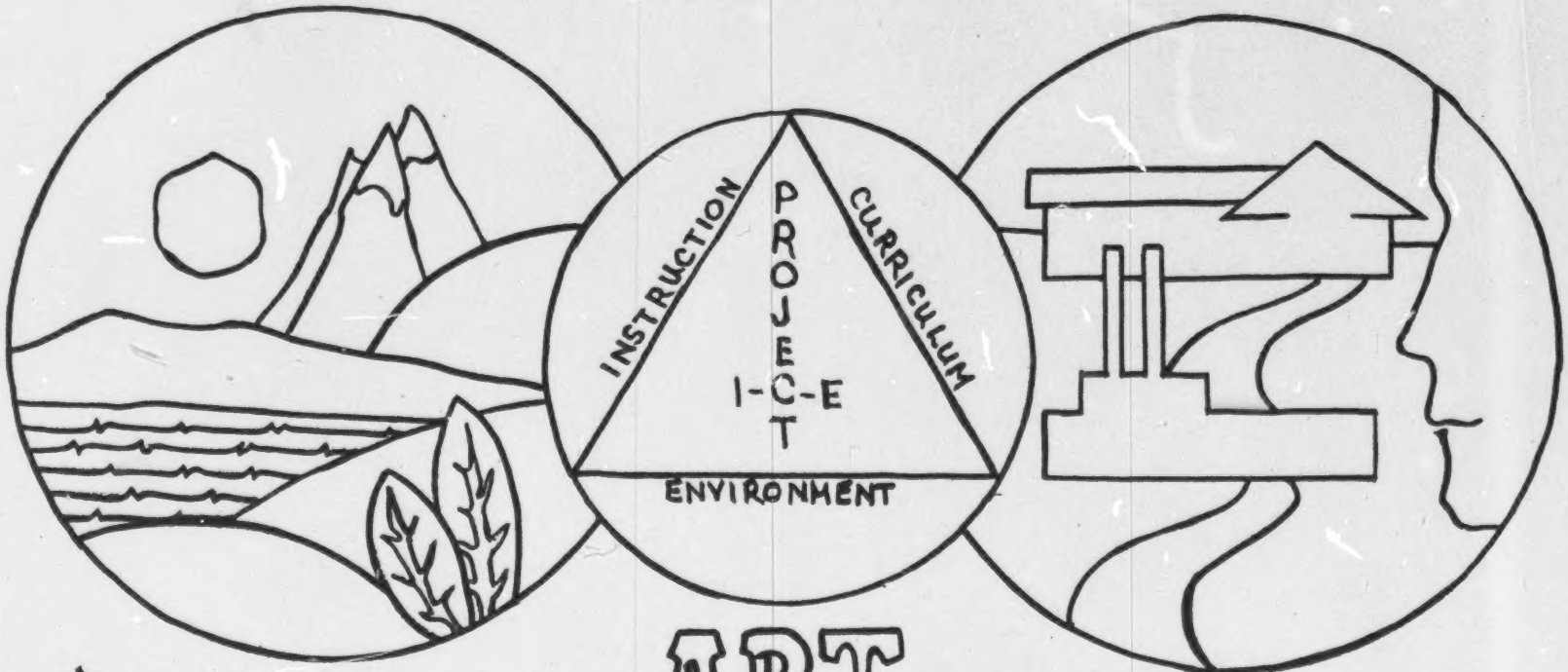

ART K-3

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FORWARD TO PROJECT I-C-E ENVIRONMENTAL EDUCATION GUIDES

In 1969, the First Environmental Quality Education Act was proposed in the United States Congress. At the time of the introduction of that legislation, I stated:

"There is a dire need to improve the understanding by Americans of the ominous deterioration of the Nation's environment and the increasing threat of irreversible ecological catastrophe. We must all become stewards for the preservation of life on our resource-deficient planet."

In the three years since the Environmental Education Act was passed by the Congress, much has happened in the United States to reinforce the great need for effective environmental education for the Nation's young people. The intensive concern over adequate energy resources, the continuing degradation of our air and water, and the discussion over the economic costs of the war against pollution have all brought the question of the environmental quality of this nation to a concern not merely of aesthetics but of the survival of the human race.

The intense interest by the public in the quality of our lives as affected by the environment clearly indicates that we cannot just use incentives and prescriptions to industry and other sources of pollution. That is necessary, but not sufficient." The race between education and catastrophe can be won by education if we marshall our resources in a systematic manner and squarely confront the long-term approach to saving our environment through the process of education.

As the incessant conqueror of nature, we must reexamine our place and role. Our world is no longer an endless frontier. We constantly are feeling the backlash from many of our ill-conceived efforts to achieve progress.

Rachel Carson's theme of "reverence for life" is becoming less mystical and of more substance as our eyes are opened to much of the havoc we have wrought under the guise of progress. A strong commitment to an all-embracing program of environmental education will help us to find that new working definition of progress that is a pre-requisite to the continued presence of life on this planet.

- Senator Gaylord Nelson

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ART PREFACE

"A people without a religion of beauty inhabit a wasteland"

Herbert Read

Since the prehistoric cave paintings, artists have relied on the Earth for a vast supply of natural resources-to create colors, forms, patterns, textures, and ideas. Earth has also inspired the artist to capture its beauty and to tap its natural principles of design in building and rebuilding cities. In short, the words "artist" and "environment" have long since been merged.

This booklet of episodes, based on twelve environment concepts, has teaching ideas for your use, adaptation, or inspiration. It is up to the teachers of art to wake up students to the sights of beauty and harmony around them, in the natural elements and living organisms that they use and enjoy, but which they must wisely conserve and protect. It is time to offset the negativism surrounding environmental problems by developing in students the power to shape and enjoy beauty - thru the arts.

At the elementary level, the major emphasis is on kindling aesthetic awareness. It should be the foundation upon which children develop visual aesthetic discrimination for a life time.

To achieve this goal, please find herein simple activities and projects with environmental applications.

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DIRECTIONS FOR USING THIS GUIDE

This guide contains a series of episodes (mini-lesson plans), each containing a number of suggested in and out of class learning activities. The episodes are built around 12 major environmental concepts that form a framework for each grade or subject area, as well as for the entire K-12 program. Further, each episode offers subject area integration, multi-disciplinary activities, where applicable, both cognitive and affective behavioral objectives and suggested reference and resource materials useful to the teacher and students.

1. This I-C-E guide is supplementary in design--it is not a complete course of study, nor is its arrangement sequential. You can teach environmentally within the context of your course of study or units by integrating the many ideas and activities suggested.

2. The suggested learning activities are departures from regular text or curriculum programs, while providing for skill development.

3. You decide when any concepts, objectives, activities and resources can conveniently be included in your unit.

4. All episodes can be adapted, modified, or expanded thereby providing great flexibility for any teaching situation.

5. While each grade level or subject area has its own topic or unit emphasis, inter-grade coordination or subject area articulation to avoid duplication and overlap is highly recommended for any school or district seeking effective implementation.

This total K-12 environmental education series is the product of 235 classroom teachers from Northeastern Wisconsin. They created, used, revised and edited these guides over a period of four years. To this first step in the 1,000 mile journey of human survival, we invite you to take the second step--by using this guide and by adding your own inspirations along the way.

PROJECT I-C-E TWELVE MAJOR ENVIRONMENTAL CONCEPTS

1. The sun is the basic source of energy on earth. Transformation of sun energy to other energy forms (often begun by plant photosynthesis) provides food, fuel and power for life systems and machines.

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

3. Environmental factors are limiting on the numbers of organisms living within their influence. Thus, each ecosystem has a carrying capacity.

4. An adequate supply of clean water is essential to life.

5. An adequate supply of clean air is essential for life.

6. The distribution of natural resources and the interaction of physical environmental factors greatly affect the quality of life.

7. Factors such as facilitating transportation, economic conditions, population growth and increased leisure time influence changes in land use and population densities.

8. Cultural, economic, social, and political factors determine man's values and attitudes toward his environment.

9. Man has the ability to manage, manipulate and change his environment.

10. Short-term economic gains may produce long-term environmental losses.

11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

12. Each person must exercise stewardship of the earth for the benefit of mankind.

A "Concept Rationale" booklet and a slide/tape program "Man Needs His Environment" are available from the I-C-E RMC to more fully explain these concepts.

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SUGGESTED ART ACTIVITIES FOR OUTSIDE EXPERIENCES

1. Draw impressions of noises with eyes closed
2. Field trips - Drawing
3. Effect of light and shadow
4. Design elements -- shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camouflage building (out of available elements)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics
17. Detailed biological drawings
18. Microscopic drawings
19. Mathematics - architecture
20. Music & visual expressions - slide, music show
21. Mobiles - using found objects

WINTER - SEASONAL IDEAS

1. Snow Sculptures
2. Snowflake patterns
3. Black & White (high contrast) photography
4. What's Happening Under the Snow (winter tree shapes)
5. Study ice formations
6. Contrast of winter colors
7. Tree sculptures (personifying)
8. Collage without harming environment
9. Angels in the snow or other man-made snow patterns
10. Leaves turning color in fall - un-natural colors for trees (could be used with a painting or color lesson)

REFERENCES

Films - General

Art and Perception: Learning to See, 16 3/4 min., color, elementary/Jr. - Sr. High

Art in Our World, 11 min., color, Jr. - Sr. High

Art Discovered in Nature, 11 min., color, primary/elementary

Changing Art in a Changing World, 21 min., color, elementary/Jr. - Sr. High

Ideas for Art, 10 min., color, elementary

Look at That!, 10-1/2 min., color, primary/elementary

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Sources of Art, 11 min., color, elementary/Jr. - Sr. High
B. F. A. Educational Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

May be available for rental from:
University of Wisconsin
Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, Wisconsin 53701

Books - General (to be used in conjunction with episodes)

A Dictionary of Art Terms and Techniques, Mayer Ralph, Thomas Y. Crowel Co., New York, 1969.

The Art of Color and Design, Graves, Maitland E., McGraw-Hill Book Co., New York.

The Artist's Handbook of Materials and Techniques, Mayer, Ralph, 3rd ed., Viking Press, New York.

Commercial Art Techniques, Maurello, S. Ralph, Tudor Pub. Co., New York, 1952

The Environmental School, Menesini, Mariom., Educational Consulting Service, Orinda, California, 1970.

Experiencing Art In The Elementary Schools, Horn, George F. and Smith, Grace Sands, Davis Publications, Inc., Worcester, Massachusetts, 1971.

Paper As Art And Craft, Newman, Thelma R., Newman, Jay Hartley, Newman, Lee Scott, Crown Publishers, Inc., New York, 1973.

Emphasis: Art, Wachowiak, Frank, Ramsey, Theodore, International Book Co., Scranton, Pa., 1965.

Art In Depth, Wachowiak, Frank, Hodge, David, International Book Co., Scranton, PA., 1970.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Art

ORIENTATION Sun Energy

TOPIC/UNIT Sculpture (Pri. 3)

BEHAVIORAL OBJECTIVES

Cognitive:
Devise a plan to create an object which reproduces the characteristics of the sun.

Affective:
Believe in the importance of the sun.

Skills Used:
Integrating available materials e.g. boxes in construction.
Painting (finished product).
Awareness.
Observation.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
- A. Sun Machine
  1. Create a mini machine to replace the sun out of a shoe box and available materials.
  2. The sculpture must theoretically move, heat, light, etc.
  3. If time is limited, this may be done as a two-dimensional project.

Outside or Community:

II. Art
- A. Have student collect and bring found materials from home to create their sun machines. Set boxes aside for this purpose.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"Invent a Machine", M.A. Burke, Arts and Activities, p. 29, Dec. '69.

"Paper to Amaze", M. Seehafer, Instructor, 81:73 April '72.

"Recreating the Mediocre & the Discard", B. Stubbins, School Arts, 70:11, March '71.

"Creative use of Scrap Materials" R. G. Lervie, School Arts, 69:11 Feb. '70.

Audio-Visual:

Our Mr. Sun, Bell Telephone.

Community:

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 1 - Energy **SUBJECT** Art

ORIENTATION Sun Energy **TOPIC/UNIT** Drawing (Pri. 1 2,3)

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Illustrate the effect of light on a subject by tracing shadows.	I. Art A. Sun Shadows 1. Go outside and collect sun shadows by tracing the shadows of bike wheels, trees, students, etc. on large sheets of newsprint. 2. After shadows have been traced, students can use the space divisions for a design. Any media or mixed media may be used.	
Affective: Become conscious of the effect of light on a subject.		
Skills Used: Working with large sheets of paper and charcoal. Tracing. Positive and negative space. Balancing Composition.		

(cont.)

SUGGESTED RESOURCES

Publications:

"Positive View of Negative Space", S. Chanson, il. Arts & Activities, 64:23-25 N '68.

"Psychedelic Posters", M. F. Bolger, School Arts, p. 40, Sept. '71.

Audio-Visual:

Discovering Line, BAVI.
Discovering Shape, BAVI.

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Skills Used: (Cont.)

Awareness.
Observation.

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Art

ORIENTATION Sun Energy

TOPIC/UNIT Ceramics - Printing - Puppets (Pri. 1-2-3)

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community
Cognitive: Interpret his image of the sun by completing one of his projects.	I. Art A. Ceramic relief plaque child's imaginative idea of what the sun looks like. Bisque and Glaze Fire. B. Mosaic - sun mosaic could be done with seeds or Indian corn. C. Sun designs - plastacine modeling clay used as a stamp for printing with Tempra. D. Sun Puppets 1. Use stuffed paper bag to construct a talking sun. 2. Show rays as arms, etc. 3. Some students may want to make clouds, stars, moon, etc. to complete the "show" 4. Correlate with music activity.	I. Art A. Field trip to beach or extremely open area to observe the sky and its changes (clouds, sun, etc.) B. Students collect and bring seeds and corn for mosaic.
Affective: Awareness of aesthetic factors of the sun.		
Skills Used: Clay work. Mosaic techniques. Printing techniques. Puppet construction. Awareness. Observation.		

SUGGESTED RESOURCES

Publications:

"Sunbursts and papier-mache", D. DeLa Rosa & D. D. Ebert, School Arts, p. 6-7, June '71.
"Mask Making for Minors", B.G. Oettel., School Arts, 68:24-25, Nov. '68.
"Paper Bag Figures", J. Heath, School Arts, p. 48, April '72.
"Ecology or the Eggshells go Back to the Chicken", T. Sezari School Arts, 71:22-23, April
(cont.)

Audio-Visual:

Environmental Awareness - Nature", I-C-E, RMC. (Kit 16).
"The Sun Symbol in Art"
Bailey Films
6509 De Longpre Ave.
Hollywood, Calif. 90028
"How to Make a Puppet", BAVI.
Simple Hand Puppets, BAVI.

Community:

Beach facilities

CONTINUED OR ADDED LEARNING ACTIVITIES

"Drawing with mixed media", M. B. Bowman, School Arts, 71:14-15 Nov. '71.
"Mosaics in the 3rd Grade", Arts & Activities, 68:25-7, Sept. '70.
"Mosaics: Tiles & Beans", Instructor, 79:93, June '70.
"It Just happened: Clay modeling", Arts & Activities, 69:22-4, March '71.

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Environmental:

Integrated with:

CONCEPT NO. 1 - Energy

SUBJECT Art

ORIENTATION Sun Energy

TOPIC/UNIT Drawing (Pri. 1,2,3)

BEHAVIORAL OBJECTIVES

Cognitive:

Identify his physical relation with the sun by illustrating the sun's effect on the way he dresses.

Affective:

Perceive his physical relationship with the sun.

Skills Used:

Drawing:
Pencil.
Charcoal.
Oil pastels.
Crayons.
Markers or felt tips.

(cont.)

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
   A. "The Seasons and I"
      1. Students will draw what they wear and look like in the winter, fall, spring and summer (as affected by the sun).
      2. Each drawing could be done during that time of the year or all four could be done as a composite.

Outside or Community:

I. Art
   A. Take students outside and discuss how the sun feels on them or have students note this experience on their way to school.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: "Charcoal Printing", M. S. Bolger, School Arts, 71:28-9, June '72.	Skills Used: (cont.) Awareness of self. Proportion of figure.
Audio-Visual: Our Mr. Sun, Bell Telephone Series	
Community:	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 2 - Ecosystem **SUBJECT** Art

ORIENTATION Ecosystem **TOPIC/UNIT** Crayon Resist (Pri. 1-2-3)

BEHAVIORAL OBJECTIVES

Cognitive:
Depict a variety of sizes and species of fish and underwater life including shells, seaweed, rocks or coral and the water itself.

Affective:
Display his understanding of the interdependence of underwater life by the objects he chooses to depict in his artwork.

Skills Used:
Familiarization with the resist method of painting.
Introduction to combining art media in a meaningful way (constructive).
Ability to draw a variety
(cont.)

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
- A. Crayon resist depicting sea life ecostems.
  1. A discussion would precede the activity, familiarizing the young students with the variety of underwater plant and animal growth and each one's dependence on the other.

Outside or Community:

I. Art
- A. Visit a local aquarium, tropical fish store, or the home of a person having a tank of fish.
- B. Visit to a museum (such as the County Museum in Milwaukee) to view the dioramas of sea life.
- C. Bring aquarium to school and set up in classroom. Students could contribute to aquarium.

SUGGESTED RESOURCES

Publications:

Translucent Fish, V. B. Knight, il. Instr., 78:43, May '69.
Drawing for Environmental Awareness, A. P. Taylor, il. School Arts, 69:12-13, Mr. '69.
Drawing with Mixed Media, M. B. Bowman, School Arts, 71:14-15, Nov. '71

Audio–Visual:

Slides or films of sea life
Crayon Resist, B. F. A. Available for rental from University of Wisconsin BAVI.
Watercolor Resist and Crayon Etching. BAVI.
Still Waters, McGraw Hill, I-C-E. (Film 510).
One Day at Teton Marsh, Part I & II, I-C-E. (Film 200).

Community:

Aquariums
Museums
Pet Stores

CONTINUED OR ADDED LEARNING ACTIVITIES

Skills Used: (cont.)

of shapes to suggest a variety of plant and animal growth.
Use and care of a paint brush.
Observation and awareness of shape, line, texture & color.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 2 - Ecosystem **SUBJECT** Art

ORIENTATION Duplicating Colors **TOPIC/UNIT** Aesthetics (Pri. 1-2)

BEHAVIORAL OBJECTIVES

Cognitive:
Learn to gather the necessary supplies which enable him to produce a painting and when questioned he will be able to say an ecosystem means "....."

Affective:
Appreciate the fact that ecosystem implies a mutual dependency of objects on one another.

Skills Used:

Mixing of paint.
Proper care of brush
(Cleansing, storage & use of it while painting).
Blending colors to achieve new ones.

(cont.)

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
A. Discussion of art media how various media are made usable by mixing with other elements or in conjunction with other media...thereby offering the young student a more practical and understandable explanation of what is meant by the term "ecosystem".

Examples:
1. Tempra is useless as a paint without adding water to it.
2. Water is useless as a coloring agent until the paint mixes with it.
3. Tempra and water mixed are still useless without a surface to put it on (paper or an applicator - brush, finger, stick, sponge, etc.
4. Species variation can be represented by

(cont.)

Outside or Community:

I. Art
A. Visit a paint factory or hardware store to see how housepaint is mixed and colors achieved.

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SUGGESTED RESOURCES

Publications:

Drawing with Mixed Media,
M. B. Bowman, School Arts 71: 14-15, N. '71.

Color Combinations Made Exciting
K. G. Kite, Arts & Activities, p. 24-26., February, 1972.

A Dictionary of Art Terms and Techniques,
Mayer, Ralph,
Thomas Y. Crowel Co.,
New York, 1969.

Mixed Media Collage,
J. Comins, School Arts,

Audio-Visual: (cont.)

Why Man Creates,
Brown County Library.

Discovering Ideas for Art, BAVI.

Discovering Creative Pattern,
BAVI.

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Skills Used: (cont.)

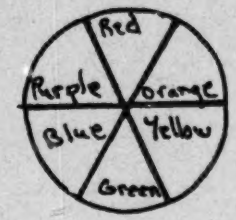
Observation.
Awareness.

In-Class: (cont.)

variation in color, thickness of paint, type of applicator, etc.

5. Colors combine to create new ones.
   B. Have students use primary colors to create secondary colors creating stylized color wheel.

Example:



Publications: (cont.)

71: 10-11, Nov. '71.

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E. S. E. A. Title III -- PROJECT I-C-E 59-70-0135-4

Environmental: Integrated with:

CONCEPT NO. 3 - Carrying Capacity SUBJECT Art

ORIENTATION Over-population TOPIC/UNIT Drawing - Painting - Collage (Pri. 3)

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Illustrate a crowd by spattered paint and circling dots on paper.	I. Art A. Splash paint. 1. Splash some paint on a sheet of paper. 2. Draw a person's head for each dot of paint. If spatters or dots are relatively close together, a crowd is created. 3. Use paper to add for ground to show what type of crowd is being depicted. (parade, ballgame, race tack, circus, theater, rally).	I. Art A. Children could view a number of group activities on the playground, in an assembly, in a store, church, at a parade . . to visually understand dynamics of a crowd.
Affective: Awareness of overpopulation.		
Skills Used: Splash painting. Drawing. Awarness. Observation. Perspective. Overlapping to create distance.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Aesthetic Education for What?
Helen Diemert (art in relation to overcrowdedness), School Art, April '72, p. 37.

This Is My Crowd
W. S. Lifschitz, il. Arts and Activities, 63: 16-18 '68.

When Paint is Free; Non-Brush Painting Techniques.
B. Wasserman, il. Arts and Activities, 65: 22-3, '69.

Audio-Visual:

Solving the Problems of Over-Population, The Effects of Overpopulation, The Population Explosion (poster series), Project I-C-E RMC (190 Kit 3 & 4).

What Is a Painting, BAVI.

A World Is Born,
Project I-C-E RMC (Film 220).

Painting Crowds of People, BAVI.

Community:

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 3 - Carrying Capacity **SUBJECT** Art

ORIENTATION Over - population **TOPIC/UNIT** Felt and burlap applique (Pri. 3)

BEHAVIORAL OBJECTIVES	STUDENT-CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Illustrate over-population by making felt and burlap appliques.	I. Art A. "The City and Its Overcrowding". 1. Make a felt and burlap applique (using glue) to create a scene depicting the preceding statement. 2. This could be a group or individual project.	I. Art A. Observe and discuss overcrowded conditions in your city. B. Collect and bring in pictures of large overcrowded cities such as New York and Chicago.
Affective: Awareness of over-population.		
Skills Used: Cutting and gluing. Design. Architectural awareness. Observation. Perspective. Balancing composition. Awareness.		

SUGGESTED RESOURCES

Publications:

The Modern City Planning in the 19th Century - Choay, Francois.

The Modern City Planning in the 20th Century - Collins, George R.

The Image of the City - Lunch, Kevin M.I.T., Cambridge, Mass. paperback, 1960.

Design of Cities - Bacon, Edmund N.
The Viking Press, Inc., N.Y. 1967. (cont.)

Audio-Visual:

Boomsville, Project I-C-E, (Film 400).

Noisy Landscape, Project I-C-E, (Film 170).

The Best We Can Do, Project I-C-E, (Film 180).

A Place To Play, Project I-C-E, (Film 540)

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (Cont.)

Too Many People? Project I-C-E, (190 Ki).

Aesthetic Education for What?
Helen Diermert, School Arts, April '72. p. 37.

Environment: Children Explore Their School, Their Community, Their Values, C. E. Knapp, Instructor, p. 62-64, Jan. '62 & Feb. '72.

From the Scrap Box, H. Ferry, Instructor, 80:44, Feb. '71.

Get Acquainted College, B. Riebman, Arts and Activities, 69:17, Ap. '71.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 3 - Carrying Capacity **SUBJECT** Art

ORIENTATION Over-population **TOPIC/UNIT** Drawing (Pri. 1-2-3)

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Draw a crowd of people.	I. Art A. Discuss elements of a crowd. 1. How many people make a crowd? 2. What form does a crowd usually take? a. a square? b. a circle? c. a straight line? 3. What kind of people make up a crowd? 4. How do artists show crowds in their pictures? 5. Crayon drawing of a "circus crowd" or spectator sport crowd or parade crowd.	I. Art A. Field trip to a spectator activity. 1. Circus 2. Parade 3. Theater 4. Rally 5. Race track 6. Ballgame 7. Boxing match 8. Swim meet Study Reproductions of Artist's crowd scenes.
Affective: Awareness of over-population.		
Skills Used: Drawing (crayon). Awareness. Observation. Balancing composition.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: This Is My Crowd, W. S. Lifschitz, il. Arts and Activities, 63: 16-18, July '68. **Audio-Visual:** Design in Movement, (film), Brown County Public Library Discovering Creative Patterns, BAVI. Why Man Creates?, (Film) Brown County Public Library. **Community:**	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 4 - Water

SUBJECT Art

ORIENTATION Pure Water

TOPIC/UNIT Drawing - Design in Nature (Pri. 1-2-3)

BEHAVIORAL OBJECTIVES

Cognitive:
Predict the consequences of the depletion of our water supply.

Affective:
Awareness of our limited water supply.

Skills Used:
Observation.
Drawing or painting.
Illustration of imaginative ideas.
Awareness of lines and shapes in nature.
Discussion.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
   A. What would the ocean bed look like without water?
      1. Students should draw their ideas.
      2. Would it be cracked?
      3. Would there be any plants or animals?
      4. How would these look?
      5. Discuss line patterns, repeated line designs and shapes between lines.
      6. Create a overall design using a variety of media.

Outside or Community:

I. Art
   A. Students could discover dried river beds. Apply this knowledge to project.
   B. Collect pictures showing dried river beds and dried, cracked land areas. Use these as motivational aids.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: "Drawing with Mixed Media," G.B. Bowman, School Arts, 71:14-15, Nov. '71. **Audio-Visual:** Life Along the Waterways, color, 11 min., BAVI. Life in a Drop of Water, BAVI. Seashore life, BAVI. Seashore, BAVI. Water: A First Film, BAVI. Basic Drawing (Line Drawing), BAVI. **Community:**	

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 5 - Air **SUBJECT** Art

ORIENTATION Clean Air **TOPIC/UNIT** Air pollution posters (Pri.2,3)
kite (Pri.3)

BEHAVIORAL OBJECTIVES

Cognitive:
Translate his knowledge into a visual statement on pollution.

Affective:
Sensitiveity to air pollution.

Skills Used:
Cut.
Paste.
Collecting pictures.
Drawing.
Discussion. (cont.)

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
- A. Create a poster to communicate why we need clean air, use all cut or torn letters, substitute magazine pictures for some letters of words.
- B. Create a group poster project having each child design one three-foot letter of the clean air slogan. The letter could depict elements of air pollution with various media alternate: letters may contain collage or montage material. Materials - sketches, markers, cut paper.
- C. Discuss what type of air would be suitable for kite flying. Make kites that could actually be flown. Kite design would depict air pollution, super heroes or villains.

Outside or Community.

I. Art
- A. Collect magazine pictures and lettering to be used in clean air posters and collages.
- B. If there is an open field available near your school, have students fly their kites.

SUGGESTED RESOURCES

Publications:

"S.I.T.E. A Suggested Answer to the Pollution in Art Teacher Development," A. W. Beck, il School Arts, 71:36-7, Sept. '71
American Iron & Steel Institute, In Quest of Cleaner Air & Water, I-C-E, RMC.
"Two Sticker Kites," D. Richter, Arts & Activities, p. 18-20, Apr. '72.
"Psychedelic Posters," M. F. Bolger, School Arts, p.40, 9- '71.
Brinkley, John, Lettering Today,

Audio-Visual: (cont.)

SG 1 Smog - The Air Pollution Game, I-C-E, RMC.
The Alphabet in Art, BAVI.
The Second Pollution, Project I-C-E, (Film 460).

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Skills Used: (cont.)

Awarness.
Observation.
Lettering.
Poster techniques.
Kite Construction.

Publications: (cont.)

Reinhold Pub. Co., N. Y. & London,
"Collage and Color," Kelly D. Waldman, bibliography Art Art News, 70:44-7, D. '71.
Making it in 3-D," E. Stein, School Arts, 71:10-13, 0 '71.
"Mixed Media Collage," J. Comins, School Arts, 71:10-11, N.'71.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 5 - Air

SUBJECT Art

ORIENTATION Clean Air

TOPIC/UNIT Water Color Wash - Collage (Pri. 1, 2, 3)

BEHAVIORAL OBJECTIVES

Cognitive:

Translate his knowledge into a visual statement on pollution.

Affective:

Sensitivity to air pollution.

Skills Used:

Painting.
Collecting pictures.
Cut.
Paste.
Discussion.
Awareness.
Observation.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
   A. Discuss what things the wind blows from place to place; litter, leaves, seeds, etc.
      1. Do a water color wash.
      2. Collect magazine pictures of the things the wind blows. Use these for a collage over water color washed paper.

Outside or Community:

I. Art
   A. Student could collect magazine pictures and lettering to be used in clean air posters and collages.
   B. Students could also actually collect things that air blows from place to place. (These things could be used in place of magazine pictures in a collage).

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Painting, Zaidenberg - A.

"mixed Media Collage," J. Comins, School Arts, 71:10-11, N '71.

"Collage and Color," D. Waldman, Art News, 70:44-7, D '71.

Audio-Visual:

The Second Pollution, Project I-C-E, (Film 460).

Community:

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 5 - Air

SUBJECT Art

ORIENTATION Clean Air

TOPIC/UNIT Air Pollution Bug - Box Construction (Pri. 3)

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Recognize the characteristics of polluted air.	I. Art A. Construct an air pollution bug from boxes, tubes and various materials covering it with art tape or tempra. Discuss what kind of creature is destroying our clean air.	I. Art A. Collect boxes and tubes of various sizes for pollution bugs. B. Students could spend some time outside studying bugs. They should become aware of the many parts of a bug, that they may transfer this knowledge to the project and make a better air pollution bug.
Affective: Awareness of polluted air.		
Skills Used: Construction. Cut. Paste. Awareness. Observation.		

SUGGESTED RESOURCES

Publications:

"Carton Creatures," H. Weller, Arts and Activities, P. 16-18, Jan. '72.

"Carve a Box! Exploration Into Space and Form' L. Olson Arts and Activities, p. 24-27, Dec., '71.

"Paper Mache Bowls & Boxes," S. Grasezow, School Arts, 71: 26, March, '72.

"Recreating the Mediocre and the Discard," B. Stubbins, School Arts, 70:11, March '71.

(cont.)

Audio-Visual:

The Second Pollution, Project I-C-E, (Film 460).

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (cont.)

"From the Scrap Box," H. Ferry, Instructor, 80:44, Feb. '71.

"From Classroom Grocery Store to Imaginary Zoo," S. B. Stevens, il. School Arts, 70:8, Sept. '70.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 6 - Resources **SUBJECT** Art

ORIENTATION Resource Distribution **TOPIC/UNIT** Wood (Block Printing) (Pri. 1,2,3)

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Create a visually stimulating print using scrap wood.	I. Art A. Wood scrap printing 1. Following basic relief print procedures - ink wood scraps and begin making prints. 2. Use combination of shapes. (Stress shapes, colors, texture, and overlapping of designs.)	I. Art A. Collect wood scraps, plywood, planks, scraps of all shapes, dowels, branches, driftwood, new, used or weatherbeaten. B. Have an Industrial Arts teacher come in and show and discuss the beauty and grains of different types of wood.
Affective: Aware of nature designs in our everyday lives.		
Skills Used: Basic relief. Print techniques. Balancing design. Awareness. Observation.		

SUGGESTED RESOURCES

Publications:

Woodcut, Barry Sternberg,
Pitman Publishing Co.
Prints Without Cutting,
School Arts, Dec. 70.
Printmaking, Dona Z. Meilach,
Pitman Publishing Co.
Prints From Linoleum and Woodcuts,
Manly Banister, Sterling
Pub. Co., N. Y.
Just Ink and Print With Fruit or
Vegetable, Sunset, 147-152,
N., '71. (cont.)

Audio-Visual:

Film strips:
The Relief Print Parts 1,2,3,
Visual Aids Studio
1909 Ave. 2
Huntsville, Texas
The Art of Seeing (space),
Warren Schloat Pro., Inc.

Community:

Lumber Company

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (cont.)

Linoleum Block Prints, Reduction Prints,
Cardboard Relief Prints, Arts and Act., Nov. 63.
Relief prints using found materials
Relief prints with soap, Arts and Act., Nov. 71.
Print your street, Arts and Act., Oct. 70.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 6 - Resources

SUBJECT Art

ORIENTATION Resource Distribution

TOPIC/UNIT Sculpture (Pri. 2, 3)

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Construct a sculpture using natural materials.	I. Art A. Sculpture 1. The elements of nature (wind, snow rain, etc.) help to remove bark, twigs, branches off trees. Water washes up driftwood.	I. Art A. An excursion to the woods to collect necessary materials. Lumberyard. Sawmill wastes.
Affective: Recognize sculptures made by nature, e.g. trees, snowdrifts, mountains, etc.		
Skills Used: Gluing. Stapling. Wiring. Awareness. Observation.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

"Fantasies Curled From Birch Bark," Arts and Activities, June '65.

"Children's Sculpture," J. W. Burgner, School Arts, 71:42-4, 0, '71.

"Beach Stone Sculpture," School Arts, Feb., '71.

"Creating a construction or Assemblage," School Arts, Oct. '71.

"Wood Sculpture in the Elementary School," (cont.)

Audio-Visual:

Understanding Modern Sculpture I and II, Educational Dimensions Corp.

Perception (Argus Communications), "Using Community Resources," (Film 240), I-C-E, RMC.

Community:

Publications: (cont.)

School Arts, Feb. '72. "Dried Grass, Nuts, Leaves, Pods. Ferna and Teasels," (Nature Projects), The Instructor, Aug/Sept. '69.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: **Integrated with:**

CONCEPT NO. 6 - Resources **SUBJECT** Art

ORIENTATION Resource Distribution **TOPIC/UNIT** Crayon Rubbings (Texture) Collage, Drawing, Poster, (Pri. 2, 3)

BEHAVIORAL OBJECTIVES

Cognitive:

Compose a picture utilizing the rub textures he has obtained.

Affective:

Awareness of textures and different aspects of nature by working in direct contact with them.

Skills Used:

The use of the simple rubbing technique to duplicate complex texture.
Pen and Ink.
Collage.
Awareness.
Observation.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
- A. Texture rubbings
  1. Make a variety of crayon rubbing from nature (one might also include other interesting textures).
  2. Using rubbings, cut out suggested shapes (e.g. tree texture, a tree cross hatch texture, body of a fish, rough stipple texture, a snake, etc.)
  3. Glue these shapes to a background piece of paper to create a picture. Balance composition.
- B. Develop a design consisting of six or seven related shapes.
- C. Create textured patterns by using various combinations of pen strokes. (crosshatching, stippling, variations and combinations.)

(cont.)

Outside or Community:

I. Art
- A. Field trip to woods, park, beach, Reforestration camp to a collect texture Rubbings for in class collage project.
- B. Collect and bring to class natural objects that have interesting textures.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES
Publications: That's a Rub Arts and Act, Janitz **Audio-Visual:** The Art of Seeing (Texture) from Warren Scholoot Pro. Inc. Environmental Awareness-Texture, I-C-E, RMC. Discovering Texture, BAVI. **Community:**	In-Class: (cont.) D. Create a poster using texture rubbings for letters. Cut or free hand tear letters and then glue to background paper. Stress placement and balance.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 7 - Land Use

SUBJECT Art

ORIENTATION Transportation

TOPIC/UNIT Collage - Painting (Pri. 3)

BEHAVIORAL OBJECTIVES

Cognitive:
Recognize and illustrate characteristics of highway designs and see that they are planned for specific reasons.

Affective:
Learn to appreciate designs as art.

Skills Used:
Gluing yarn or string.
Observation.
Positive and Negative space.
Awareness.
Painting.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
- A. Create a simple collage by gluing yarn or string onto paper or tagboard in design representative of highway patterns seen on maps, films, or outside on field trips.
- B. Create a design using as motovation the lakes and river system of Wisconsin.
  1. Study maps discussing the variety of sizes and shapes of Lakes.
  2. Stress that Lakes are connected by rivers and creeks that vary in length and width.
  3. Paint Lakes, Rivers and shapes created between lakes and rivers to create an overall design.

Outside or Community:

I. Art
- A. Field trip to area with highway, preferably one with turnoff, interchanges, or cloverleaf.
- B. Have class bring in highway maps and observe patterns.
- C. Have class bring in map of waterways and observe how they connect and the patterns they create.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Designing With String, Seyd, Mary, Watson - Guptill.

Audio–Visual:

Highway maps.
Waterway maps.
Discovering Line, BAVI.
Discovering Shape, BAVI.

Community:

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 7 - Land Use

SUBJECT Art

ORIENTATION Land Use

TOPIC/UNIT Sculpture (Pri. 3)

BEHAVIORAL OBJECTIVES

Cognitive:

Determine implications of a particular happening or situation on his environment and devises a plan for adjustment.

Affective:

Alert to effects of various conditions on a neighborhood.

Skills Used:

Construction of various elements within city.
Observation.
Awareness.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
- A. The class can create a miniature model neighborhood on a table top or in a sandbox using a variety of media: Clay animals, toy cars, boats, box houses, pipe cleaner fences.
- B. A "what if" possibility is given & the students are required to make the necessary changes in their model neighborhood. Example:
  1. What if a proposed highway is planned to go right through the neighborhood?
  2. What if there was a sudden influx of people into the area.

Outside or Community:

I. Art
- A. Field trip to see what things can be included in a model neighborhood. Perhaps continued trips to aid "what if" solution.
- B. Field trip to a construction site such as a new bridge.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

A Study in Environment, Leano Nalle School Arts, April '72, (building mini landscapes).

Cardboard City, Mixed Media RR. Guthrie School Arts 68:32-B, S. '68.

Our Man Made Environment, Bk. 7, 120-0-C4, I-C-E, RMC.

Audio–Visual:

Creating With Clay, B.F.A., BAVI.

A Place To Play, Project I-C-E, (Film 540).

The Green City, Project I-C-E, (Film 440).

Urban Sprawl, Project I-C-E, (Film 430).

The Best We Can Do, Project I-C-E, (Film 180).

Community:

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 8 - Values and Attitudes

SUBJECT Art

ORIENTATION Commercials

TOPIC/UNIT Drawing, Painting, Torn Paper Mural: (Pri. 1, 2, 3)

BEHAVIORAL OBJECTIVES

Cognitive:

Interpret data relative to an environmental commercial into a torn paper mural.

Affective:

Awareness of environmental commercials.

Skills Used:

Torn paper skills.
Mural composition.
Drawing.
Painting.
Organization.
Observation.
Awareness.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
  A. Torn Paper Mural
    1. Students should tear out all portions of their murals. No scissors or knives may be used.
    2. The subject matter of the mural may be a commercial. Many of the commercials such as the "Suzie Spotless Commercial that have an environmental base would be possible subjects for the mural.
    3. All torn parts may then be placed on a large bulletin board or on the wall in the hallway.
  B. Mural
    1. After viewing "Noisy Landscape" and/or "Downtowns for People" dis-

(cont.)

Outside or Community:

I. Art
  A. Students should be asked to be aware of environmental commercials and watch for them as they watch TV.
  B. Students should be asked to be aware of the jungle of signs and billboards obliterating everything around them. Have them watch for this as they walk or drive through the city.

SUGGESTED RESOURCES

Publications:

"Humanizing the School With Children's Art", Lewis & Clark School, St. Louis, V. T. Mealy, Instr., 79:55, May '70.
"In The Courtyard With An Art Student: Little Boys, Big Boxes", E. Deutsch, Arts & Activities, 69:40-1, Feb. '71.
"School Mural", N. K. Rockwell, School Arts, 69:16-17, Feb. '70.
"Textured Mural", L. Olson, Grade Teacher, 89:82-3, Feb. '72. (cont.)

Audio-Visual:

Torn Paper, BAVI.
Making a Mural, BAVI.
Noisy Landscape, Project I-C-E, (Film 170).
Downtowns for People, Project I-C-E, (Film 190).

Community:

City Planner.
Sign and/or Billboard Company.
T.V. Station.

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (cont.)

discuss creating a mural to show visual Litter that confronts us every day. Use any media or mixed media to create the effect.

B. Mural

2. Create a second mural showing how signs and well-planned graphics can add to the beauty of the community. Illustrate the difference between good and bad graphics and sign control.

Publications: (cont.)

"Winter Sports Festival: Paper tearing activity", M. M. Miner, Inst. 80-48, Feb. '71.

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental: **Integrated with:**

CONCEPT NO. 8 - Values and Attitudes **SUBJECT** Art

ORIENTATION Land Use **TOPIC/UNIT** Environmental Sculpture (Pri. 2-3)

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community.
Cognitive: Draw conclusions in terms of the environment.	I. Art A. Go outside and collect materials you find in your environment such as woodscraps, cans, objects from a junk yard, rocks, leaves, etc. B. Create a sculpture from them. (Refer to Warren Scholat. Understanding Sculpture I and II or if not available resources on back). Have each piece of art show one of the following: (Student choice) 1. How ugly your environment is. 2. How beautiful your environment is. 3. How it makes you feel. 4. The joy or sadness of it. 5. How time changes your environment.	I. Art A. The student materials may be obtained at the following: (these are suggestions only) 1. Beach 2. Woods 3. Junk yard 4. Junk from home 5. Saw mill or lumber yard. 6. Anywhere the student may find them.
Affective: Sensitivity to the environment.		
Skills Used: Basic sculpture techniques. Observation. Awareness.		

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Creative Uses of Scrap Materials, R. G. Lewie, School Arts, 69:11, Feb. '70.
Children's Sculpture, J. W. Burgner.
School Arts, 71:42-4, Oct. '71.

Audio-Visual:

Introduction to Sculpture Methods, B. F. A., BAVI.
Garbage, Project I-C-E, (Film 260).
Junkdump, Project I-C-E, (Film 310).
Recycling, Project I-C-E, (Film 500).

Community:

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental: Integrated with:

CONCEPT NO. 9 - Management SUBJECT Art

ORIENTATION How Can Clay Show That We Can Manipulate our Environment? TOPIC/UNIT Clay - The Manipulative Medium (Pri. 1, 2, 3)

BEHAVIORAL OBJECTIVES	STUDENT–CENTERED LEARNING ACTIVITIES	
	In-Class:	Outside or Community:
Cognitive: Interpret how man is able to control the environment through the analogy of a piece of clay.	I. Art A. How do you explain to a 5-8-year-old child that man can change and manipulate his environment through an art project? The answer: By using one of the most manipulative mediums known to art--clay. 1. Each student will be given a block of clay (size depends on quantity available). 2. This block of clay is theirs to form whatever they wish, just as our environment is ours to form whatever we wish. If the student manipulates and changes his clay with care and thought, he will come forth with a rewarding product, if not disaster. The (Cont.)	I. Art A. If the area is conducive, have the students go outdoors and get your own clay.
Affective: Become sensitive to the need to control our environment.		
Skills Used: Increasing manual Dexterity. Basic clay working techniques. Observation. Awareness.		

SUGGESTED RESOURCES

Publications:

"Clay Is Fun", R. A. Yoder, School Arts, p. 20-1, Oct. '71.
"It Just Happened, Clay Modeling". Arts & Activities, 69: 22-4, March '71.

Audio-Visual:

Creating With Clay, B.F.A., Available for rental from BAVI.
A Place To Play, Project I-C-E, (Film 540).
More, Project I-C-E, (Film 530).
Metromedia Television, Project I-C-E, (Film 520).

Community:

CONTINUED OR ADDED LEARNING ACTIVITIES

In-Class: (Cont.)

same thing holds true with us and our environment. (Note: when doing this project the environment lesson must be taught or the project is worthless.

3. Show movies (See A. V.) to make students aware and sensitive for the need to control our environment.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 9 - Management

SUBJECT Art

ORIENTATION Nature As An Inspiration for Overall Design

TOPIC/UNIT Overall Environment Design (Pri. 3)

BEHAVIORAL OBJECTIVES

Cognitive:

Translate a design of nature into a textile design.

Affective:

Actively participate in creating a textile design.

Skills Used:

Basic relief printing techniques.
Rhythm in design.
Awareness.
Observation.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art

A. Many patterns that occur in nature, man adapts to his life in sculptural forms, color usage, and textile designs. To see how this is done we will use a potato print.

B. Armed with drawing paper and pencils, go outside and sketch interesting patterns that occur in nature. e.g. Floral design, leaves, textures, mushroom, branches, etc.

C. Back in the classroom choose the design you like best.

D. Cut a potato in half and onto the exposed part of your potato draw your design.

E. Cut around your design so it is in relief.

F. Paint relief surface and print on a sheet of paper.

G. Continue repeating (cont.)

Outside or Community:

I. Art

A. Get a wallpaper sample book to show overall patterns and designs utilized from nature.

B. Field trip to a company that prints wallpaper, fabric, etc.

C. Fieldtrip to a carpet store.

SUGGESTED RESOURCES	CONTINUED OR ADDED LEARNING ACTIVITIES

Publications:

Art And Environment, Patte more, Arnel W., Van Nostrand Reinhold
Designing With Natural Forms, D'Arbeloff, Natalie, Watson-Guptill Pub.
Introducing Abstract Printmaking, Capon, Robin, Watson-Guptill Pub.
Young Art: Nature and Seeing, Lacey, Jeanette F., Van Nostrand Reinhold.

Audio-Visual:

How To Make Potato Prints, B.F.A., rental from BAVI.
Discovering Texture, BAVI.
Discovering Line, BAVI.

Community:

Textile factory
Wallpaper Factory

In-Class: (Cont.)

design so you can have an overall pattern such as a textile design.
NOTE: Color of design may be kept the same or printed in different colors.

E. S. E. A. Title III – PROJECT I-C-E 59-70-0135-4

Environmental: **Integrated with:**

CONCEPT NO. 10 - Economic Planning **SUBJECT** Art

ORIENTATION Short-Long Term Factors **TOPIC/UNIT** Multi-Media (Pri. 1-2-3)

BEHAVIORAL OBJECTIVES

Cognitive:
Learn to conserve by being cut off materials if they over-use.

Affective:
Learn the wisdom of looking ahead.

Skills Used:
Students will learn how to store equipment properly.
Students will learn printing, painting or mosaics.
Awareness.
Observation.

STUDENT-CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
   A. Wastefulness - student should be given materials that are to last for a certain amount of time (ex. a two-day project. They are given an amount of paper, paint, glue, etc.) If students use all the first day, they have nothing for second day. (A project such as printing or mosaics or even painting would serve as a front for this hidden message.)

Outside or Community:

I. Art
   A. Have students talk to parents about how materials may be over-used or wasted in their jobs. Report back to class.
   B. Take a trip to spot community problems caused by using materials without "thought for the morrow".
   C. Observe how much garbage is in front of homes on collection day.

SUGGESTED RESOURCES

Publications:

"Printing: Plant Prints" I. Geary, Instructor, p. 94, June '71.
The Diligent Destroyer, (150), Laycock, George, 1970.
"Printmaking for Primary Grades", il. Arts & Activities, R.A. Daniel, 70:28-9, Oct. '71.
"Hand-made slices: Wetstone for Perceptual Activity", E. Scott, Arts & Activities, p. 30-1, Ap. '72.
"Creative Photography Without

Audio-Visual: (cont.)

Man & His Environment, (Kt 4)Project I-C-E, RMC.
Garbage, Project I-C-E, (Film 260)
Junkdump, Project I-C-E, (Film 310).

Community:

Factory

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (cont.)

Film", Richard Latta, Design, p. 28-29, Summer, '72.
"Happy Way to Printmaking; Styrofoam Experiments", E. Deutsch. Arts & Activities, p. 32-33, April '70.
"Plastic Prints Are Neat!" M. Saxer, Arts & Activities, p. 14-16, Ju. '69.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 11 Individual Acts

SUBJECT Art

ORIENTATION Individual Alterations

TOPIC/UNIT Group Design (Pri. 1,2,3)

BEHAVIORAL OBJECTIVES

Cognitive:
Apply principles of combining individual acts to make a whole.

Affective:
Accept the responsibility of individual work to develop the whole.

Skills Used:
Construction.
Observation.
Discussion.
Painting.
Group planning and cooperation.
Mural Construction.
Awareness.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
- A. Students will do a mural as a group.
  1. Each person is assigned a particular section.
  2. The mural won't be completed until each individual has done his share.
  3. Mural can be drawn, colored, or painted.
- B. Each student makes one Christmas ornament to decorate a tree for the Christmas holidays.
- C. Each student saves and brings bottoms of eggs cartons of the same color to tile ceiling for attractiveness and acoustics. (Semester to complete).
- D. Gather loose stones, rocks, etc. in school yard. Group to form a rock garden outside.

Outside or Community:

I. Art
- A. Group effort to obtain a tree.
- B. Compare acoustics in various community buildings, such as swimming pool, church, theaters, school, gymnasium, lunchroom, etc.

SUGGESTED RESOURCES

Publications:

"Humanizing the School With Children's Art", Lewis & Clark School, St. Louis, V. T. Mealy, Instructor, 79:55, MY '70.

"In the Courtyard with an Art Student Little Boxes - Big Boxes: E. Deutsch., Arts & Activities, 69:40-1, F. '71.

"Design Experiments with Natural Materials", R. Moore, il. School Arts, 68:16-17, MR. '69.

"Paint a What? Paint a Bus!" B. J. Erdahl, School Arts, P.

Audio-Visual: (cont.)

Rag Tapes Try (wall hanging) film, International Film Foundation 475 Fifth Ave., Suite 916 New York, N. Y. 10017.

Using Community Resources (Film 240) Project I-C-E, RMC.

Community:

Community Buildings,
Art Museum to view murals.

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (cont.)

"Textured Mural", L. Olson, Grade Teacher, p. 82-83, Feb. '72.

"Painting City Walls," L. Friedman, School Arts, p. 28-29, Jan. '70.

"School Mural", N. K. Rockwell, School Arts, p. 16-17, Feb. '70.

E. S. E. A. Title III – PROJECT I–C–E 59–70–0135–4

Environmental:

Integrated with:

CONCEPT NO. 12 - Stewardship

SUBJECT Art

ORIENTATION Stewardship and Rights

TOPIC/UNIT Drawing and Printing (Pri. 1,2,3)

BEHAVIORAL OBJECTIVES

Cognitive:
Name stewards of the land.
Know what animals, birds, etc. are becoming extinct and why by doing these activities.

Affective:
Awareness of the selfish attitudes of some people when it comes to private ownership and personal rights.

Skills Used:
Drawing.
Paper folding.
Idea organization.
Block printing.
Awareness.
Observation.

STUDENT–CENTERED LEARNING ACTIVITIES

In-Class:

I. Art
- A. Promotion of extinct animals, e.g. owls, eagle, hawk, buffalo.
  1. Make drawings three dimensional by folding.
  2. Do these things while telling class to protect such animals.
- B. Block print mottos. Students should contrive mottos and print them in a place they might be easily observed.
  1. Blocks can be made of tagboard, cork, styrofoam, glue-trailing, potatoe, etc.

Outside or Community:

I. Art
- A. Project could be done in conjunction with social studies using:
  1. Neighborhood stewards.
  2. Community stewards, students.
  3. Mom and Dad.
  4. Forest steward picnickers, campers.
- B. With Science Dept. have children discover how these animals really look - have them bring in pictures.

SUGGESTED RESOURCES

Publications:

McGraw Hill Study Prints, (Kit 19), Project I-C-E, RMC.
Conservation 2 Picture Discussion. (Kit American Petroleum Institute), 1965, "Monoprints in Color", P. Carruba.
Arts & Activities, p. 41, Dec. '70
"3 Color Cardboard Printmaking", E. Deutsch, Arts & Activities, p. 34-5, Ap. '71.
"Papercrafts and Mobiles", R. Perlmutter, Teaching Excep-

Audio-Visual: (cont.)

How To Make Potato Prints, BAVI.
One Day At Teton Marsh, Project I-C-E, (Film 200).
Cry of the Marsh, Project I-C-E, (Film 390).

Community:

Reforestration Camp
Zoo

CONTINUED OR ADDED LEARNING ACTIVITIES

Publications: (cont.)

tional Children, p. 134-41, Spring '72.
"Print With Egg Cartons", S. Rolle, Arts & Activities, p. 35, Sept. '71.
Making a Cardboard Print" E. Palmatier, Today's Education, p. 66, Nov. '71.
"Just Ink and Print With Fruit or Vegetables", Sunset 147-152, Nov. '71.
"Printmaking for Primary Grades", R. A. Daniel, Arts and Activities, 70:28-9, '71.